

CONCORD ELEMENTARY

2701 Calrossie Road
Anderson, South Carolina 29621

GRADES K-5 Elementary School

ENROLLMENT 717 Students

PRINCIPAL Kay H. McKee 864-260-5105

SUPERINTENDENT Betty T. Bagley 864-260-5000

BOARD CHAIR Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
18	12	1	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Good	Yes

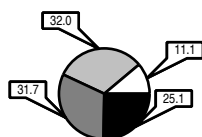
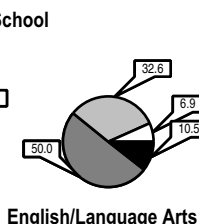
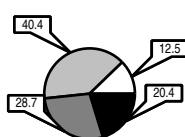
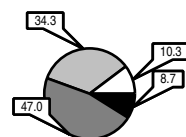
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	349	100.0	4.8	33.5	50.8	10.9	70.4	Yes	Yes
Gender									
Male	172	100.0	5.5	35.6	50.9	8.0	67.5		
Female	177	100.0	4.2	31.5	50.6	13.7	73.2		
Racial/Ethnic Group									
White	277	100.0	3.7	30.7	54.7	10.9	73.8	Yes	Yes
African-American	60	100.0	9.4	49.1	35.8	5.7	54.7	Yes	Yes
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	297	100.0	3.9	28.5	55.6	12.0	75.7		
Disabled	52	100.0	10.6	63.8	21.3	4.3	38.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	349	100.0	4.8	33.5	50.8	10.9	70.4		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	345	100.0	4.6	33.5	50.9	11.0	70.7		
Socio-Economic Status									
Subsidized meals	95	100.0	11.3	48.8	31.3	8.8	47.5	Yes	Yes
Full-pay meals	254	100.0	2.8	28.7	57.0	11.6	77.7		

Mathematics - State Performance Objective = 15.5%									
All Students	349	100.0	9.1	32.9	32.0	26.0	71.9	Yes	Yes
Gender									
Male	172	100.0	6.1	33.1	29.4	31.3	72.4		
Female	177	100.0	11.9	32.7	34.5	20.8	71.4		
Racial/Ethnic Group									
White	277	100.0	4.9	31.8	34.1	29.2	77.9	Yes	Yes
African-American	60	100.0	28.3	39.6	22.6	9.4	39.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	297	100.0	6.3	28.9	36.3	28.5	78.5		
Disabled	52	100.0	25.5	57.4	6.4	10.6	31.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	349	100.0	9.1	32.9	32.0	26.0	71.9		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	345	100.0	8.8	32.9	32.0	26.2	72.0		
Socio-Economic Status									
Subsidized meals	95	100.0	28.8	45.0	16.3	10.0	38.8	Yes	Yes
Full-pay meals	254	100.0	2.8	29.1	37.1	31.1	82.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	126	100.0	10.5	21.8	52.4	15.3	67.7
	Grade 4	132	100.0	16.5	41.7	39.4	2.4	41.7
	Grade 5	142	100.0	20.3	54.3	25.4	N/A	25.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	116	100.0	3.5	18.6	53.1	24.8	77.9
	Grade 4	120	100.0	2.5	31.9	58.8	6.7	65.5
	Grade 5	121	100.0	9.2	53.2	37.6	N/A	37.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	126	100.0	9.7	34.7	36.3	19.4	55.6
	Grade 4	132	100.0	11.0	41.7	23.6	23.6	47.2
	Grade 5	142	100.0	12.3	47.1	28.3	12.3	40.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	116	100.0	4.4	40.7	31.9	23.0	54.9
	Grade 4	120	100.0	10.1	27.7	37.0	25.2	62.2
	Grade 5	121	100.0	13.8	33.9	25.7	26.6	52.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 717)				
First graders who attended full-day kindergarten	73.0%	N/C	99.3%	100.0%
Retention rate	3.3%	Up from 3.0%	1.9%	2.7%
Attendance rate	97.2%	Up from 96.7%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.5%		2.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%		2.3%	3.5%
Eligible for gifted and talented	28.3%	Down from 32.6%	26.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.1%	Up from 7.5%	6.5%	8.2%
Older than usual for grade	1.5%	Down from 1.7%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	50.0%	Up from 49.2%	54.5%	51.4%
Continuing contract teachers	87.5%	Up from 87.3%	87.9%	87.5%
Highly qualified teachers**	93.8%	N/A	96.7%	95.0%
Teachers with emergency or provisional certificates	1.8%		0.0%	0.0%
Teachers returning from previous year	82.9%	Down from 88.3%	88.6%	86.7%
Teacher attendance rate	96.5%	Down from 96.6%	95.6%	94.9%
Average teacher salary	\$42,383	Up 0.9%	\$42,383	\$40,760
Prof. development days/teacher	19.0 days	Up from 8.0 days	12.0 days	12.4 days

School				
Principal's years at school	18.0	Up from 17.0	6.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.9 to 1	20.4 to 1	18.9 to 1
Prime instructional time	92.9%	Up from 92.0%	91.4%	90.0%
Dollars spent per pupil*	\$6,103	Down 1.7%	\$5,847	\$6,044
Percent of expenditures for teacher salaries*	68.4%	Up from 67.8%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	96.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In 2003-04, Concord Elementary School served approximately 715 students in grades kindergarten through five and one self-contained PMD classroom. Students attending Concord reside mostly in suburban residential settings and in several apartment complexes. In addition to the core academic program, a standards-based curriculum, the school offers a full range of related arts, media services, counseling, and family therapy, as well as extracurricular activities such as Math Club, Science Club, Art Club, Running Club, choral music opportunities, reading incentive programs, computer-assisted instruction, and many service learning opportunities.

Concord's greatest strengths lie in excellent student achievement and outstanding community involvement. Test scores are among the highest in the district. An active PTA boasts 43 years of 100% membership, a state record, and 21,415 volunteer hours in 2003-04. Among the school's successes are a strong mentoring/tutoring program, a comprehensive school science fair, an annual school-wide service learning project involving the school's greenhouse, implementation of a school-wide writing program including a Writers' Guild and publishing center, continuation of bullying prevention and character education programs, a wide variety of opportunities for teacher training in best practices, and completion of 35 years of SACS accreditation.

The school's immediate challenge is to ensure that ALL students demonstrate competency in reading, writing, math, science, social studies, problem-solving strategies, that they are regular in school attendance, and that they demonstrate the qualities to be responsible, respectful, contributing citizens.

During the 2003-04 year, Concord, a Palmetto's Finest School, was recognized for the third year with the Palmetto Gold Award for outstanding student achievement. Concord Elementary School was awarded the State Exemplary Writing Award, another prestigious award. The school continues to be a Red Carpet Award School for its excellent customer service and family-friendly environment. In another example of outstanding commitment, a group of Concord teachers received a unit grant from the SDE to support Balanced Literacy in the primary grades. With the addition of a new business partner in 2002-03, Concord now boasts of six partners providing support and services to the school. Through the efforts of capable and eager students, an excellent faculty and staff, committed and involved parents, and the support of the community at large, Concord Elementary School is "Continuing a Tradition of Excellence."

Kay H. McKee, Principal

Barbara Falco, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	102	66
Percent satisfied with learning environment	98.0%	98.0%	90.6%
Percent satisfied with social and physical environment	100.0%	96.1%	100.0%
Percent satisfied with home-school relations	100.0%	96.1%	76.9%

*Only students at the highest elementary school grade level at this school and their parents were included.